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ABSTRACT

The annotated bibliography on curriculums for gifted and talented children and adolescents contains approximately 59 abstracts and indexing information associated with documents published from 1961 through 1973 which have been selected from the computer file of the Information Center of the Council for Exceptional Children and the Educational Resources Information Center (ERIC) Clearinghouse on Handicapped and Gifted Children. It is explained that the abstracts are chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service, and how to order "Exceptional Child Abstracts" in which the abstracts are orginally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. Featured in the references are topics such as development of a program for superior and talented high school students, acceleration and enrichment in junior high school, and a curriculum guide for teaching gifted primary grade students. (MC)

ED 091914

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# GIFTED AND TALENTED CURRICULUM

## A Selective Bibliography

**April, 1974**

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 656

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

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# How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

## How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

## How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

## How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

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## INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Gifted and Talented Curriculum* from the Center's computer file of abstracts are listed alphabetically below:

*Curriculum*
*Curriculum Development*
*Curriculum Evaluation*
*Curriculum Guides*

## JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

*Exceptional Children*, 1920 Association Drive, Reston, Virginia 22091
*Volta Review*, Alexander Graham Bell Association for the Deaf, 3417 Volta Place N.W., Washington, D.C. 20007

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-V, No. 2.

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# ABSTRACTS

### ABSTRACT 10067

EC 01 0067 ED 012 124
Publ. Date 66 87p.
**Guidance Handbook for Special Education Programs, a Plan For Initiating, Building, Implementing, and Conducting Programs for Exceptional Children with Guidelines for Following Legal Requirements and Developing District Philosophy and Objectives.**

Fresno County Schools, California
EDRS mf,hc

Descriptors: exceptional child education; program planning; legislation; administration; state legislation; Fresno County special classes; program evaluation; program planning; consultant services; administrative organization; curriculum; compensatory education; culturally disadvantaged; academically handicapped; special services; mentally handicapped; gifted; aurally handicapped; speech handicapped; visually handicapped; physically handicapped; aphasia; cerebral palsy; California Administrative Code Title Five; California Education Code

For each exceptionality area, this document outlines a statement of legislative intent, services available through the office of the County Superintendent of Schools, initiating of a district program, building a district program, implementing and conducting a district program, and evaluating a district program. The appendix charts salient points in the state legislative codes and lists sources of information and services. (GB)

### ABSTRACT 10217

EC 01 0217 ED 018 899
Publ. Date Jan 67 42p.
Cornish, Robert L.
**Studies of Gifted Children Completed by Students at the University of Kansas. Kansas Studies in Education, Volume 17, Number 1.**
Kansas Univ., Lawrence, Sch. of Educ.
EDRS mf,hc

Descriptors: exceptional child research; gifted; identification; achievement; educational needs; research reviews (publications); research projects; academic ability; creativity; talented students; underachievers; educational programs; educational problems; music; ability; teacher attitudes; student attitudes; curriculum; self concept; language arts; higher education; grouping (instructional purposes); achievement; thought processes; prediction

Abstracts of 27 studies were compiled as examples of investigations made by teachers concerned with the individual qualities of gifted children in their schools. The studies are arranged in four sections--identification and characteristics, achievement in school, higher education, and educational provisions and programs. Each section provides a short introduction with discussion of definitions, problems, other research findings, and practices. Topics treated include the need for proper identification of academic talent, creative talent, kinesthetic talent, psychosocial talent, practical problems of underachievement, neglect in the literature of approaches to the gifted at the college level, and the need for definite educational programs for the gifted. Also considered are self concept, teacher and test identification criteria, creativity, musical ability, teacher attitudes, attitudes of gifted children, language arts curriculum, types of thinking, prediction of academic success, and grouping. (CB)

### ABSTRACT 10243

EC 01 0243 ED N.A.
Publ. Date 64
Bryan, J. Ned
**Building a Program for Superior and Talented High School Students.**
North Central Assn. Coll. and Sec. Sch., Chicago, Ill.
EDRS not available

Descriptors: exceptional child education; gifted; administration; personnel; program planning; identification; guidance; motivation; curriculum; administrative policy; talented students; educational practice; educational principles; boards of education; administrator role; responsibility; college faculty; community organizations; national organizations; program development; special programs; parents; guidance personnel; teachers; parent role; teacher role

Based upon 3 years of experience with the Project on the Guidance and Motivation of Superior and Talented Students (STS Project), this publication presents materials in two sections--(1) practices and emerging principles and (2) roles and responsibilities of individuals and groups. Assumptions, procedures to be used, and resultant principles are summarized on outline charts introducing chapters on identification, guidance services, motivation, and administrative and curricular provisions. Functions and suggested procedures for the board of education, teacher, administrator, guidance specialist, parent, community groups, and college and university personnel are offered. The roles of related state, national, and regional organizations are described. An annotated list of 12 publications of the STS Project is provided. This document is available from the North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615 for $1.00. (SH)

### ABSTRACT 10244

EC 01 0244 ED N.A.
Publ. Date 64
**Problems, Practices, Procedures, a Report from 62 Project Schools.**
North Cent. Assn. of Coll. and Sec. Sch., Chicago, Illinois
EDRS not available

Descriptors: exceptional child education; gifted; counseling; motivation; talented students; high school students; identification; curriculum; grouping (instructional purposes); teaching methods; teacher selection; teacher education; tests; testing; student evaluation; school community relationship; parent school relationship; interinstitutional cooperation; program evaluation; surveys; questionnaires; educational problems; educational practice

The bulletin reviews a survey of 5 years activities in 100 pilot high schools participating in the Project on Guidance and Motivation of Superior and Talented Secondary School Students (STS Project). The 14 areas surveyed are identification, counseling, curriculum, grouping and programing, effective teaching procedures, the selection and preparation of teachers, motivation, the use of tests, marking and records, working with parents, relating the communities to the program, articulation, followup, and evaluation. The problems, most successful practices, and recommendations on the 14 surveyed areas are summarized from opinions on the questionnaire returns from the 62 responding schools. An annotated listing of 12 publications of the STS Project is provided. This document is available from the North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615, for $1.25. (RM)

### ABSTRACT 10301

EC 01 0301 ED 017 107
Publ. Date 66 89p.
**Experiments in Musical Creativity, a Report of Pilot Projects Sponsored by the Contemporary Music Project in Baltimore, San Diego, and Farmingdale.**
Music Educators National Conference, Washington, D.C.
EDRS mf

Descriptors: exceptional child research; gifted; curriculum; music; junior high school students; elementary school students; music activities; identification; music education; teachers; inservice courses; inservice teacher education; pilot projects; creativity; music techniques; singing; creative activities; creative teaching; elementary grades; secondary grades; Baltimore; Maryland; San Diego; California; Farmingdale; New York

Three pilot projects were conducted in Baltimore, Maryland, San Diego, California, and Farmingdale, New York, with elementary and junior high school students. The projects in Baltimore and San Diego provided inservice seminars for music teachers along with pilot classes in different types of schools. Objectives of these two projects were presentation of contemporary music to children through suitable approaches, experimentation

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with creative music experiences for children, identification of contemporary music appropriate at several grade levels, provision through contemporary music of new means of creative experiencing, and inservice education of teachers. The pilot project in Farmingdale was designed to demonstrate two types of creative teaching, experimental techniques in music composition using 20th century idioms and the development of musical resources through rhythmics, singing, improvisation, and composition. The interest and motivation which resulted on the part of teachers and pupils were viewed as supporting the premise that children are receptive to contemporary music and are capable of employing contemporary techniques in creative activities. Recordings of some of the contemporary music used in the projects are listed. This document was published by the Music Educators National Conference, 1201 16th Street, N.W., Washington, D.C. 20036. (CB)

### ABSTRACT 10335

EC 01 0335 ED 019 763
Publ. Date 31 Mar 67 467p.
Plowman, Paul D.; Rice, Joseph P.
**Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9. Final Report.**
California State Dept. of Educ., Sacramento
OEC-10-109
EDRS mf,hc

Descriptors: exceptional child education; gifted; teaching methods; professional education; counseling; curriculum; enrichment programs; acceleration; special classes; inservice teacher education; curriculum development; audiovisual instruction; teacher workshops; elementary schools; junior high schools; program development; demonstration projects; special programs; advanced placement programs; identification; group counseling; consultants; counseling; instructional programs; material development; California; California Project Talent

California Project Talent was a 3 1/2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for inservice training of teachers, developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the literary element of characterization using Guilford's Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner's Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) related consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendixes provide project reports and case studies, list project developed films and guidelines, and present research related materials. (AA)

### ABSTRACT 10338

EC 01 0338 ED 012 995
Publ. Date 66 128p.
Gibbony, Hazel L.
**Enrichment--Classroom Challenge.**
Ohio State Dept. of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; curriculum; gifted; enrichment activities; teaching guides; elementary grades; secondary school science; social studies; English; Latin; instructional media; community resources; Columbus

This manual contains suggestions for enrichment in language arts, social studies, science, arithmetic, foreign languages, art, and music at the elementary level and in English, social studies, science, mathematics, modern languages and Latin, art, and music at the secondary level. Additional sections include information on the use of community resources, sources for pen pals, instructional media, and the library. Activities are designed for individuals, small groups, and entire classes. The manual may be used by regular teachers, teachers of the gifted, and students. More than 50 bibliographic items are listed. (RM)

### ABSTRACT 10339

EC 01 0339 ED 013 515
Publ. Date 63 159p.
**Teachers' Guides, World History for the Academically Talented, Advanced Placement European History.**
Ohio State Dept. Educ., Columbus, Div. Spec. Educ.
Cleveland Public Schools, Ohio, Div. Social Studies
EDRS mf,hc

Descriptors: exceptional child education; curriculum; gifted; social studies; advanced placement; curriculum guides; European history; world history; units of study (subject fields); instructional materials; adolescents; secondary grades; Columbus

Prepared by teachers and supervisors working with a 2-year demonstration project, this document contains guides for a world history course (prehistory to early 20th century) for the gifted and an advanced placement course in European history (ancient civilization to early 20th century). Students are expected to study historical issues and develop research skills, scholarship, and ability in the preparation of reports and essays. In the Gifted Course, learning process is stressed. Mastery of content and the use of advanced analytic techniques are aims of the advanced placement course. Each course is scheduled for two semesters. For the units of each course, time allotments, outline of topics, readings, learning aids, discussion and study questions, and map studies are provided. Supplementary reading lists are included. (RM)

### ABSTRACT 10341

EC 01 0341 ED 013 517
Publ. Date 63 260p.
**Teachers' Guides, Ninth Grade Plane and Solid Geometry for the Academically Talented.**
Ohio State Dept. Educ., Columbus, Div. Spec. Educ.
Cleveland Public Schools, Ohio, Div. of Mathematics
EDRS mf,hc

Descriptors: exceptional child education; mathematics; gifted; plane geometry; solid geometry; curriculum guides; units of study (subject fields); grade 9; program evaluation; accelerated courses; Columbus

A unified two-semester course in plane and solid geometry for the gifted is presented in 15 units, each specifying the number of instructional sessions required. Units are subdivided by the topic and its concepts, vocabulary, symbolism, references (to seven textbooks listed in the guide), and suggestions. The appendix contains a fallacious proof, a table comparing Euclidean and non-Euclidean geometry, projects for individual enrichment, a glossary, and a 64-item bibliography. Results of the standardized tests showed that the accelerates scored as well or better in almost all cases than the regular class pupils, even though the accelerates were younger. Subjective evaluation of administration, counselors, teachers, and pupils showed the program was highly successful. (RM)

### ABSTRACT 10501

EC 01 0501 ED 021 351
Publ. Date May 62 31p.
Herring, Lewis Homer
**Provisions and Procedures for the Rapid Learner in Selected Texas Junior High Schools.**
Texas Study of Secondary Education, Austin
EDRS mf,hc
TSSE-RES-BULL-34
Mrs. Mae Cowan, Secretary, the Texas Study of Secondary Education, 417 Sutton Hall, the University Of Texas, Austin, Texas 78701 ($1.00).

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Descriptors: exceptional child research; gifted; administration; curriculum; questionnaires; junior high schools; English; social studies; mathematics; sciences; home economics; industrial arts; guidance; identification; school surveys; educational practice; educational improvement; Texas

The study attempted to survey the administrative, guidance, and curriculum practices employed by selected junior high schools in the state of Texas, and to compile the findings of the research in such a manner that other teachers confronted with the rapid learner in the junior high school might have a tangible source of provisions and techniques used by successful teachers. The 40 final participants completed questionnnaires adapted to the junior high school level from a study by the U.S. Office of Education. The questionnaire consisted of three categories: administrative provisions; discovering the rapid learners; and instructional provisions and procedures in English, social studies, mathematics, science, home economics, and industrial arts. Results prompted recommendations that a plan for locating the rapid learner be provided and that organized programs of learning experiences for the special abilities of rapid learners be established. Nine tables, lists, and explanations of data are provided. A bibliography cites 19 items. (RM)

### ABSTRACT 10592

EC 01 0592 ED 023 206
Publ. Date (66) 43p.
Gallagher, James J.
**Teacher Variation in Concept Presentation in BSCS (Biological Sciences Curriculum Study) Curriculum Program.**
Illinois University, Urbana, Institute for Research On Exceptional Children
Office of Education (DHEW), Washington, D. C., Bureau of Research;
Biological Sciences Curriculum Study, Boulder, Colorado
EDRS mf,hc
OEG-6-10-196
BR-5-0585

Descriptors: exceptional child research; gifted; sciences; teaching methods; curriculum; teachers; concept teaching; biological sciences; teaching programs; program content; teaching styles; biology instruction; high achievers; scientific concepts; interaction; interaction process analysis; Biological Sciences Curriculum Study; BSCS

As a result of the Biological Sciences Curriculum Study (BSCS), instructional content and style were studied in six teachers teaching the concept of photosynthesis. The same BSCS curriculum program was used by all six teachers; all six had some previous BSCS training. The students in the six classes had been selected on the basis of high ability and/or high achievement. Three consecutive class sessions were recorded during the introduction of photosynthesis and analyzed by the topic classification system of Aschner, Gallagher, and others. Significant interteacher variations were found on dimensions on teacher intent and level of conceptualization but not on teacher style. Wide variations were found among emphases on various biological concepts or background materials. It was thus concluded that using the same curriculum materials does not insure similar instruction. (Author/JD)

### ABSTRACT 10665

EC 01 0665 ED N.A.
Publ. Date 61 414p.
Fliegler, Louis A., Ed.
**Curriculum Planning for the Gifted.**
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Descriptors: exceptional child education; gifted; curriculum; program planning; language arts; social studies; arithmetic; sciences; mathematics; reading; creative writing; languages; creative art; music; creative dramatics; curriculum planning; teaching methods; elementary schools; secondary schools; administration

Designed for teachers, administrators, and curriculum specialists, the book is a resource compendium or a basic text on curriculum development for the gifted. Basic problems, principles of curriculum construction, program development, and administrative provision are discussed. Content, skill development, pupil identification, and enrichment activities are included for each of these subject areas: social studies, arithmetic, creative mathematics, elementary and secondary science, creative writing, reading, foreign languages, creative art, music, and dramatics. Curriculum implementation is also considered. (IM)

### ABSTRACT 10670

EC 01 0670 ED N.A.
Publ. Date Dec 67 5p.
Rice, Joseph P.; Banks, George
**Opinions of Gifted Students Regarding Secondary School Programs.**
California State Department of Education, Sacramento;
San Diego City Schools, California
EDRS not available
Exceptional Children; V34 N4 P269-73 Dec 1967

Descriptors: exceptional child research; gifted; curriculum; community programs; advanced placement; educational philosophy; student attitudes; curriculum evaluation; question answer interviews; interviews; student opinion; secondary school students; high school curriculum

To obtain recommendations for academic program change, a state consultant interviewed 119 gifted (Binet IQ above 155) and gifted (Binet IQ 130 to 154) students. The students suggested that curriculum design provide more freedom in course selection, less physical education and home economics, individualized specialization, and more social sciences; their most popular courses were social sciences, science, math, language arts, and foreign languages. Over 90% believed their existing program was adequate. While they rated outlets for science and literary products as adequate, they indicated that fewer outlets were available for practical inventions or artistic and musical compositions. All favored some segregation of gifted students, and the highly gifted favored complete segregation. They ranked preparation for formal education and use of the intellect and promotion of critical thinking as the top two of 17 essential purposes of high school. Based on these findings, recommendations were for creation of accelerated as well as special activity curriculum groups, careful assessment of local gifted needs, increased use of psychometric data for placement, availability of counseling services, controversial issue seminars, and reevaluation of worth of non-academic offerings. (JP)

### ABSTRACT 10910

EC 01 0910 ED 026 753
Publ. Date 66 169p.
Gallagher, James J.
**Research Summary on Gifted Child Education.**
Illinois State Office of the Superintendent of Public Instruction, Springfield, Department of Program Development for Gifted Children
EDRS mf,hc

Descriptors: exceptional child research; gifted; administration; creativity; student characteristics; academic achievement; high achievers; state programs; underachievers; teacher qualifications; personnel needs; identification; teaching methods; administrative organization; research reviews (publications); ancillary services; curriculum development; program evaluation; Illinois

Research is summarized and analyzed in this revision of the author's 1960 Analysis of Research on the Education of Gifted Children, which was used as a guide in the construction and implementation ot the Illinois Plan for Program Development for Gifted Children. Information is provided on identification and definition and on characteristics of gifted children. Also discussed are the highly creative child and the underachieving gifted child (attention is given to talent from culturally different groups). Consideration of intervention includes research design and stresses three areas of intervention: the administrative, instructional, and adjunctive. Needed personnel and research development programs in Illinois are treated. Additional research is cited. The bibliography contains over 200 items, dated from approximately 1925 through 1966, and the reference list annotates 32 items. (JP)

### ABSTRACT 11335

EC 01 1335 ED 011 754
Publ. Date Sep 65 37p.
Gunther, Gertrude and Others
**Advanced Placement Program in German.**
New York State Education Department, Albany, Bureau Of Secondary Curriculum Development
EDRS mf,hc
SUNY-H898

Descriptors: exceptional child education; administration; state programs; advanced placement; gifted; program administration; instructional materials; grade 12;

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booklists; German; program guides; teaching methods; course objectives; curriculum development; state curriculum guides; college language programs; advanced placement examination; program planning; languages; Albany; College Entrance Examination Board

The steps necessary in establishing an advanced placement program in German are discussed in this bulletin for teachers and administrators. The course described is an alternate for the regular 6th-year course offered in the 12th grade. Guidelines are suggested for selecting students, assigning teachers, designing the course, administering the program, and developing methodology for improving students' language skills and teaching literature. Specific techniques are suggested for teaching students to read and interpret literature, with sample lesson excerpts given to illustrate close reading of a prose passage and a poem. The last third of the bulletin is a bibliography of references for the teacher, literary and critical works recommended for the class, record catalogs, and magazines. Lists of European and American book suppliers are included. (AM)

### ABSTRACT 11344

EC 01 1344 ED 003 438
Publ. Date 64 26p.
Rice, Norman L.
**Preparatory Study for a High School Curriculum in the Fine Arts for Able Students.**
Carnegie Institute of Technology, Pittsburgh, Pennsylvania
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-H-188

Descriptors: exceptional child education; art; gifted; curriculum; program planning; fine arts; cultural enrichment; curriculum development; instructional materials; high school students; able students; teacher experience; material development

A preliminary study attempted to develop a rationale and series of courses for a 5-year program in the fine arts for able students in secondary schools, find ways to relate the experiences in the arts to other curricular experiences, and develop ways to prepare teachers for the new fine arts curriculum. A series of meetings brought together consultants, college representatives, and public school officials. As a result of the meetings, two working papers on fine arts instruction were developed and are presented in the appendixes of the report. Other meetings of experienced teachers were directed toward feasibility studies, procedural planning, and development of teaching methods. The experienced teachers reported that a valid and meaningful program in the fine arts could be developed, and such a program would have significant value in aiding young people to understand the function of the arts in American society. In the time available, the overall program could not be developed in detail. The developmental program conducted was in three phases: validity of working paper objectives, bases for curriculum development, and steps necessary to develop classroom materials. (JC)

### ABSTRACT 11367

EC 01 1367 ED N.A.
Publ. Date 66 330p.
Gallagher, James J.
**Teaching the Gifted Child.**
EDRS not available
Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111 ($7.95).

Descriptors: exceptional child education; gifted; curriculum; teaching methods; program planning; student characteristics; arithmetic; underachievers; sciences; social studies; creativity; personnel; administrative change; special programs; creative thinking; inquiry training; discovery learning

Addressed to the teacher, the text defines gifted children and their characteristics. Low producing gifted children are discussed, as are means of programing for them. Also treated are changing school programs, administrative changes, and personnel. Creativity is described and discovery and inquiry are examined as tools for teaching. Arithmetic, science, and social studies curricula and programs are surveyed. (JD)

### ABSTRACT 11876

EC 01 1876 ED 028 545
Publ. Date 68 106p.
Vogelli, Bruce Ramon
**Soviet Secondary Schools for the Mathematically Talented.**
National Council of Teachers of Mathematics, Washington, D. C.
Bowling Green State University, Ohio, Kappa Delta Pi
EDRS mf
National Council of Teachers of Mathematics, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

Descriptors: exceptional child education; mathematics; educational programs; gifted; talented students; teacher education; course content; secondary grades; computer oriented programs; special schools; scheduling; administration; curriculum; program development; program evaluation; Soviet Union

Efforts of Soviet educators to identify and develop mathematical talent through the establishment of secondary schools offering specialization in computer programing and mathematics are reported. The following programs are described: organization and results of the experimental class which began in September 1959 to offer a specialization in mathematics and computer programing; the goals, curriculum, and special features of current computer-programer secondary schools; teacher education programs for computer programing; mathematics and physics boarding schools; and part-time study programs in mathematics. Results of the development of these special mathematics programs indicated that they are worthwhile although their immediate contribution is negligible compared to their potential. Appendixes list syllabi used in the program. (SP)

### ABSTRACT 11884

EC 01 1884 ED N.A.
Publ. Date Apr 66 69p.
Robeck, Mildred C.
**How the Anthropologist Studies Man: Chumash Indians. A Resource Guide for Teachers of Fourth Grade Gifted Students.**
California State Department of Education, Sacramento, Division of Special Schools and Services
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS not available
California Talent Development Project, State Department of Education, 721 Capitol Mall, Room 609, Sacramento, California 95814.

Descriptors: exceptional child education; gifted; social sciences; anthropology; social studies; curriculum guides; cognitive processes; American Indians; American Indian culture; teaching methods; grade 4; theater arts

Designed as a resource for teachers of academically talented children in grade 4, the guide for a social science curriculum includes a unit on Indians intended to involve children in the methods of investigation in human relations. The generalizations, methods of investigation, and resources of the discipline of anthropology are emphasized. The level and depth of study which the gifted are capable of obtaining are indicated. The report includes sections on social science framework and an outline of content, a list of scientific methods in anthropology, proposed topics for intermediate grades, generalizations from anthropology, and a general explanation of Guilford's theory and its application or use in the structure of the unit. The objectives of the curriculum, the unit introduction, a lesson plan, an outline of the content with teaching suggestions, culminating activities and evaluation, and a bibliography are presented. Appendixes include stories, maps, a word list, and a food chart. (DS)

### ABSTRACT 20002

EC 02 0002 ED 020 590
Publ. Date 66 144p.
Gallagher, James J. and Others
**Educational Problems and Planning for Gifted Students--Selected Papers from Graduate Leadership Training Program on the Gifted.**
Illinois University, Urbana, Institute for Research On Exceptional Children;
Illinois Department of Program Planning for the Gifted, Urbana
EDRS mf,hc

Descriptors: exceptional child research; gifted; disadvantaged youth; leadership training; graduate study; sex differences; racial differences; intelligence differences; social mobility; social structure; honors curriculum; elementary school students; academic achievement; personality; self concept; language development; verbal ability; identification; summer workshops; social studies; curriculum development; values; sociometric techniques; research projects; logical

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thinking; Institute for Research on Exceptional Children

Seven articles from the Institute for Research on Exceptional Children consider the gifted child. The first article, Leadership Training for the Gifted--A Graduate Program, is by J.J. Gallagher, director of the program. Six research and development papers by graduate students follow: The Variables of Race, Sex and Intelligence Related to Social Choices of Disadvantaged, Gifted Children by V. Godman; Honors Program Students--Their Academic Attainments, Personality Traits and Self Concepts by W.D. Simmons; An Analysis of the Verbal Definitions of Elementary School Children--A Pilot Study by M. Weiser; Evaluation of a Summer Workshop on Gifted Children by F. Shaffer; Developing a Social Studies Curriculum for Teaching Values in the Elementary School by M. Schevers; and The Development of a Program of Sentential Logic for Gifted Students by K.A. Retzer. The student papers all provide figures, tables, and reference lists. (JD)

### ABSTRACT 20024

EC 02 0024 ED 001 302
Publ. Date Jan 60 37p.
Albright, A. D. and Others
**Southern High School Programs for Advanced Standing and Accelerated College Progression.**
Southern Association of Colleges and Secondary Schools, Fulton County, Georgia
EDRS mf,hc

Descriptors: exceptional child research; gifted; teaching methods; administration; high school students; special programs; enrichment; accelerated courses; acceleration; advanced programs; curriculum; instructional materials; special classes; special services; teacher responsibility; program evaluation; student evaluation; student placement; organization; school surveys

Approaches to educating able students of 45 high schools were presented. Most of the special programs fall into one of two categories: special classes organized in place of regular ones, and attempts to enrich or accelerate those classes already scheduled. The curriculum of most of the schools for these students included English, physical science, mathematics, general science, and foreign language. They used such unique arrangements as rapid grade advancement, separate curriculum tracks, and rapid subject matter progression. Special materials, library volumes, laboratory facilities and supplies as well as other aids were used. Teachers themselves were usually involved in some type of special preparation. Guidance, counseling, and special advisement were usually included. Some of the problems encountered included scheduling, instruction, grading, student attitude, and parent attitude. However, the educators and the evaluation of the students' performance proved that the programs were indeed beneficial. (RJ)

### ABSTRACT 20032

EC 02 0032 ED 001 149
Publ. Date 62 36p.
**Guide to Planning for Able Pupils. Curriculum Development Series No. 2.**

Pennsylvania Department of Public Instruction, Harrisburg
EDRS mf,hc

Descriptors: exceptional child education; gifted; administration; program planning; administrator role; program administration; program evaluation; creativity; admission criteria; teacher responsibility; counseling services; grouping (instructional purposes); curriculum; program guides; special programs

The purpose of this publication is to facilitate the organization of outstanding programs by directing attention to the orientation of a good program and to the role of administrators and faculty in its implementation, to assist in the improvement, articulation and evaluation of programs already underway, and to forewarn of possible difficulties in and deterrents to program development. That the able youth should have both acceleration and enrichment, and that an improved program for able students will benefit the education of all children in the school are considered. The necessity for the administrator to plan well, provide the needed resources and strive for a balanced program developing both academic and creative talent is discussed. Also discussed is the need for the program to be implemented by talented teachers, alert guidance counselors, and well-maintained facilities. Although planning is directed at the local level, consideration of the able student in larger context is suggested. A realistic program which concerns the whole student body, and evaluation to determine whether the program for able students achieves its purpose are recommended. Background materials are included in the study. (RJ)

### ABSTRACT 20800

EC 02 0800 ED N.A.
Publ. Date 62 101p.
**The Gifted Student: A Manual for Program Improvement; A Report of the Southern Regional Project for Education of the Gifted.**
Southern Regional Education Board, Atlanta, Georgia
Carnegie Corporation of New York, New York
EDRS not available
Southern Regional Education Board, 130 6th Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child education; gifted; program improvement; program guides; identification; student placement; curriculum; program evaluation; project training methods; leadership training; program development; individual characteristics; ability grouping; acceleration; independent study; administrative problems; special programs

A report of a 1-year leadership training program, the Southern Regional Project for Education of the Gifted, describes administrative and financial concerns, instructional seminars utilizing reading, discussion, and consultative services, observational tours of programs for the gifted, and planning of policies and guidelines for individual state application. Guidelines for program development include the argument for differential education; program organization, implementation, and evaluation; selection and training of personnel; program interpretation to the community; systematic early pupil identification and placement; specialized curricular experiences; diverse administrative practices; the need for continuity of identification, guidance, instruction, and evaluation, and periodic reexamination and refinement of program structure; and financial concerns. Appendixes present a list of related literature, a composite outline of the guidelines, and suggested questions as guides to reading and discussion. (RD)

### ABSTRACT 21194

EC 02 1194 ED 027 099
Publ. Date Jun 68 83p.
Porter, Robert M.
**A Decade of Seminars for the Able and Ambitious.**
Catskill Area School Study Council, Oneonta, New York
Office of Education (DHEW), Washington, D. C., Division of Plans and Supplementary Centers
EDRS mf,hc

Descriptors: exceptional child education; academic ability; curriculum; enrichment experience; enrichment programs; gifted; intellectual development; noncredit courses; rural areas; secondary school students; small schools; student seminars; ungraded classes; Saturday Seminars for Able and Ambitious Students

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

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### ABSTRACT 21276

EC 02 1276 ED 003 842
Publ. Date Aug 65 312p.
Jewell, R. E. and Others
**Team Teaching English Across Grade Lines Using Selected Ability Groups and a Theme-Oriented Curriculum.**
Bend Senior High School, Oregon
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-158

Descriptors: exceptional child research; gifted; curriculum; teaching methods; honors curriculum; English curriculum; reading; writing; high school students; senior high schools; student opinion; student reaction; high achievers; ability grouping; parent reaction; curriculum evaluation

An evaluation of an honors English team teaching program is reported. The program, designated as a spiral curriculum, was administered to senior high school high ability students. Results were evaluated in terms of student achievement in reading and writing, changes in student attitudes and participation in group discussions, student reaction, parent awareness and reaction, teaching staff impressions, and functional effectiveness of the program. Tables of statistical data collected and findings are appended with information on measuring devices, a student opinion poll, a structured parent interview, and a 158-page supplementary text containing 24 literature selections for the honors program. (WN)

### ABSTRACT 21277

EC 02 1277 ED 003 830
Publ. Date 65 61p.
Ackerman, Paul R.
**Demonstration of the Significance of a Consultant-Teacher for the Gifted to a Small Rural Secondary School.**
Kansas State Department of Public Instruction, Topeka
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-088

Descriptors: exceptional child research; administration; teaching methods; gifted; consultants; resource teachers; curriculum development; instructional improvement; high school students; teacher certification; educational finance; school community relationship; parent reaction; program evaluation; rural schools; rural school systems; rural education; personnel

The evaluation and dissemination of information concerning the employment of a teacher-consultant for the gifted child in a rural school district was the primary problem of this study. Specifically, efforts were directed toward determining whether the addition of a teacher-consultant actually improves instruction for the gifted student, whether such a program is financially feasible for a small rural district or can be administered by persons not specially trainied in special education administration, and whether more extensive guidelines for instruction and teacher certification can be developed from the demonstration, and whether the program affects the community. Twenty students (median IQ of 128 and ages 13.5 to 17) participated in the program for 1 year. Procedures involved the scheduling of the pupils for seminars and a resource room, the development of a special curriculum in scientific methods, and instituting remedial educational methodology. Also, the consultant had many tasks related to the community, the parents of the children, and other vocational-academic personnel of the school. The results were generally favorable, although several years of followup are necessary to ascertain the longitudinal results of the methods employed. (JC)

### ABSTRACT 21348

EC 02 1348 ED 001 196
Publ. Date 63 51p.
**Handbook for Teachers of Classes for Gifted.**
Indianapolis Public Schools, Indiana, Special Education Department
EDRS mf,hc

Descriptors: exceptional child education; gifted; administration; teaching methods; instructional materials; elementary grades; junior high school students; program planning; literature; student research; typewriting; student evaluation; scheduling; French; curriculum

Information about a program for gifted pupils is provided. Areas contained are identification of gifted pupils, requirements and procedures for enrollment in special classes, outstanding features of the program, and its administration and supervision. Some of the special features of the program which are given particular attention are literature, individual research projects, beginning typing instruction, French, and homework assignments. Methods that have proven successful in developing good study habits, creative and critical thinking, self appraisal and self direction, courtesy, and a respect for the ability of others have been carefully evaluated and specific suggestions for their use are included in the sections on literature and research projects. Various aids for teachers of gifted pupils are included. Sample daily programs for each of the fifth-, sixth-, and junior high-grade levels are inserted as guides. Suggested books and supplies for implementing the program, reference books for teachers, and booklists for pupils of different grade levels are also included.

### ABSTRACT 21429

EC 02 1429 ED 001 150
Publ. Date Jul 63 87p.
Bixler, Harold H., Ed.
**The Challenge--A Program for Gifted Children in the Sixth Grade. Second Edition.**
Western Carolina College, Cullowhee, North Carolina, Guidance Clinic
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; creative writing; abstract reasoning; language arts; social studies; mathematics; sciences; art; music; enrichment; curriculum enrichment; grade 6; curriculum guides

Ideas included are the product of an intensive workshop held to study the public school education of exceptionally talented children. Programs are aimed at developing better facility in the skills of abstract thinking, organization, discriminating, judgement, creative writing, and the ability to engage profitably in group activity. Included in the language program are subjects from philosophy to practice of language skills and literature assignments in the works of Twain and Poe. In the social studies program emphasis is given to the strengthening of democratic aspects of our society and a respect for our and other cultures. The Greek, Roman, English, African, and other civilizations and cultures are studied. To meet the challenge of broadening and deepening mathematical maturity, enrichment is provided in meanings and principles, rather than in facts and procedures. Similar emphasis by means of more creative experiences, is given in the science program. Also included in the program are art history, fundamentals in music theory, and a general study of music. (EE)

### ABSTRACT 21434

EC 02 1434 ED 001 287
Publ. Date 61 126p.
Goldsmith, John
**Teaching Units for Challenging the More Able Students.**
Cupertino Union School District Office, California
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; social studies; language arts; music; literature; units of study (subject fields); curriculum guides; learning activities; curriculum enrichment; poetry

The guide offers the teacher activity units that she can use to enrich the curriculum and to challenge the more able elementary school student. The units are divided into the historical geology of natural wonders of the world, history and development of English writing, and the folklore aspect of literature. The two music units are divided into instruments and opera, poetry and social studies are the sixth and seventh units, and the last unit on Swiss Family Robinson is used to develop critical thinking in literature. A description of this last unit starts with the teacher reading the book to the class, then initiating biographical and background research (such as material on the author). Geographical research requires the students to make a map drawn from locations described in the book. Art displays can be set up and creative writing utilized to go with the displays. A bibliography is included. (EE)

### ABSTRACT 21509

EC 02 1509 ED 030 672
Publ. Date Apr 69 87p.
Fenton, Edwin and Others
**A High School Social Studies Curriculum for Able Students: An Audio-**

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**Visual Component to a High School Social Studies Curriculum for Able Students. Final Report.**
Carnegie-Mellon University, Pittsbutgh, Pennsylvania, Social Studies Curriculum Center
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-3-10-103, OEC-6-10-130
BR-5-0560, BR-5-0655

Descriptors: exceptional child education; gifted; audiovisual aids; curriculum design; curriculum development; curriculum evaluation; curriculum planning; curriculum problems; economics; history; humanities; instructional aids; political science; secondary education; sequential programs; social studies; social studies units

A project to develop a sequential and cumulative social studies curriculum for able students in grades 9-12 was carried out by Carnegie-Mellon University in partnership with the Pittsburgh Public Schools. The general goal of the curriculum was to help each student develop to the limit of his ability into an independent thinker and an informed, responsible citizen and was divided into four subgroups; attitudes, values, inquiry skills, and knowledge. The courses prepared were comparative political economic systems (9th grade), the shaping of western society and studies of the non-western world (10th grade), the american experience (11th grade), and an introduction to the behavioral sciences and the humanities in three cities: Ancient Athens, Renaissance Florence, and Modern New York (12th grade). A book of readings, an audiovisual kit, a teacher's manual, and an examination program were developed for each course. Two books and 12 films were completed to explain to teachers the curriculum and methods of using it. The results from testing the curriculum in the Pittsburgh Public Schools indicated that students in experimental-curriculum classes made significantly greater gains than did those in control classes. (LH)

**ABSTRACT 21639**

EC 02 1639 ED N.A.
Publ. Date 62 173p.
**Advance Program Spanish: Grades 2-10, Summer, 1962.**
Jefferson County Public Schools, Louisville, Kentucky, Department of Supervision and Curriculum Development
EDRS not available
Jefferson County Education Center, 3332 Newburg Road, Louisville, Kentucky 40218.

Descriptors: exceptional child education; gifted; language instruction; Spanish; curriculum guides; language guides; instructional materials; enrichment activities; language skills; elementary grades; secondary grades; advanced programs; accelerated courses

The bulletin, written basically in the English language, is one of a series of curriculum guides developed for use in the Advance Program, a special educational program for academically gifted students in the Jefferson County Schools in Kentucky. The philosophy and purpose of the curriculum development program are presented. A suggested time schedule for the second language program is included, and curricular information is provided encompassing the elementary Spanish first course through the Spanish II advance program for the tenth grade. The guide is published in columnular form, and data are included on the skill or unit to be taught, basic sources for materials and/or information, classroom enrichment activities, individual activities, supplementary books or materials, and suggested means of evaluation. An extensive section pesents a general bibliography for Spanish in the advance program; and a listing of materials, the address for purchase, and item cost. A chart of boys' and girls' English given names and their Spanish equivalent is provided, and detailed directions are given for numerous Spanish games. The concluding portion is composed of the Spanish lyrics of many familiar Spanish songs. (JM)

**ABSTRACT 21966**

EC 02 1966 ED 036 945
Publ. Date 69 30p.
**Twin City Institute for Talented Youth. Annual Report.**
Twin City Institute for Talented Youth, St. Paul, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; gifted; talented students; summer programs; admission criteria; curriculum; disadvantaged youth; program evaluation; master teachers; public school teachers; activities; courses

A summer program enrolled 579 talented students. Regular admit students had higher aptitude test scores and grade point averages; special admit students, who came from inner city schools, manifested creative and artistic abilities and high motivation. Courses were offered in the arts, the humanities, foreign language, language arts, math and science, and social and behavioral science. Students also participated in seminars and special events. Associate teachers from the city schools worked with master teachers. Special admit students did relatively well; students as a whole were positive about the program; associate teachers were favorable, but wanted more contact with students and planning time with master teachers. Administrative evaluation suggested orientation for students regarding norms, questioned locating the program on a college campus, and approved the modified admission policy and the problem emphasis in the curriculum. (JD)

**ABSTRACT 22114**

EC 02 2114 ED 023 611
Publ. Date Jun 68 52p.
Saslaw, Milton S.
**Evaluation of a Program to Promote Scientific Careers in Gifted Students at the Secondary Level. Final Report.**
Miami University, Coral Gables, Florida, Graduate School
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-6-10-317
BR-5-0648

Descriptors: exceptional child research; gifted; achievement; career choice; careers; course evaluation; course organization; curriculum development; interest tests; motivation; program evaluation; science careers; secondary school science; student science interests; Biological Sciences Curriculum Study; Chemical Education Materials Study; Physical Science Study Committee; Wechsler Intelligence Scale for Children

In the program, Motivation in Depth for Gifted High School Science Students initiated in 1964, specially selected seventh grade students took in successive summers Biological Sciences Curriculum Study (BSCS), Chemical Education Materials Study, (CHEMS), and Physical Science Study Committee (PSSC) courses; a newly designed course, Laboratory Orientation and Instrumentation; and two academic years in the Laboratory Research Program. Evaluation was to determine program feasibility, collect selected data, and analyze differences between the experimental students and matched control students on the California Occupational Interest Inventory (COII). Feasibility was demonstrated by the following observations: 91.7% of all class performances met school requirements; participating students in BSCS and PSSC obtained scores on national tests more favorable than national controls; and participants performed satisfactorily compared with controls who took the regular academic program in tenth, eleventh and twelfth grades. Data have been collected over the duration of the program by the Wechsler Intelligence Scale for Children and specially constructed structured interviews, and by group Rorschach, Bell Personality Inventory and COII. Analysis of the COII revealed a significant increase in the difference between experimental and matched control students in the personal-social factor. (GR)

**ABSTRACT 22860**

EC 02 2860 ED 001 315
Publ. Date 63 30p.
Cobain, Harry; Ford, Paul M.
**Acceleration and Enrichment in the Junior High School.**
Walla Walla Public Schools, Washington, School District 140
Washington State Office of Public Instruction, Olympia
EDRS not available
State Office of Public Instruction, Old Capitol Building, Olympia, Washington 98501.

Descriptors: exceptional child research; gifted; enrichment programs; accelerated programs; program planning; program evaluation; achievement; grouping (instructional purposes); curriculum; learning; educational programs; teaching methods; Walla Walla (Washington)

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The report describes the history of the acceleration and enrichment program in the Walla Walla, Washington schools and evaluates the learning outcomes in two junior high schools which have been involved in the program since 1958. In the development of the program, identification procedures were recommended along with educational objectives, methods for constructing a program for the academically talented, and administrative adjustments. Various subject matter sub-committees were formed. Concluding the report is the 1962-63 research study undertaken to find if the program of acceleration and enrichment was justified and helped not only the academically talented but the school atmosphere in general. Four experimental and three control groups (25 students each) were set up. Findings indicate that in all cases of comparison the experimental groups were superior to the control groups, but that it is inconclusive as to whether or not the program benefits school atmosphere in general. Differences in performance of students in the two schools indicate variance in the quality of instruction or flaws in the experimental design. Also, the program tends to be strong in the area of reading but not in mathematics and science. Continued research is indicated. (JG)

### ABSTRACT 23249

EC 02 3249 ED 011 124
Publ. Date 66 112p.
Bachtold, Louise M.
**Counseling, Instructional Programs for Intellectually Gifted Students.**
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; counseling; curriculum; social studies; experimental programs; English; inservice teacher education; program evaluation; program development; group counseling; junior high schools; counseling instructional programs; Project Talent; Sacramento (California)

The intellectually gifted, identified as the top 2% in achievement and ability tests in grades 7, 8, and 9 were placed in an experimental counseling instructional program. Both cognitive and affective objectives were set up for the small group counseling sessions and for English and social studies classes. Small groups of eight to 10 students met once every 2 weeks with a counselor. The counselors and the teachers of the English and social studies classes planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. Inservice training and program planning continued throughout the year. The program was evaluated by measuring the amount of student growth in line with program objectives; rating sheets on the feelings and attitudes of all those involved, detailed case studies, and student self-evaluation forms were used. The program was presented as an example of a means of interrelating counseling and classroom activities which could serve for students other than the gifted. (NS)

### ABSTRACT 23258

EC 02 3258 ED 001 156
100p.
Carter, C. Douglas, Ed.
**The Challenge--A Program for Gifted Children in the Fourth and Fifth Grades.**
Western Carolina College, Cullowhee, North Carolina, Guidance Clinic
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; language arts; literature; reading; social studies; curriculum enrichment; enrichment activities; mathematics; sciences; fine arts; art; music; creative dramatics; dance

Ideas included are the product of an intensive workshop held to study the public school education of exceptionally talented children. With the expectation of improving expression and study skills, the program of language arts is initiated on a broad level of basics and supplements including language expression, committee work, creative writing, and parliamentary procedures. The literature program attempts to explain a novel and develops work in David Copperfield. Development of reading speed and comprehension is given emphasis. Social studies enrichment gives attention to physical, social, economic, political, and spiritual concepts of one world. Understanding number systems, fractions, measurements and problem solving supplement the arithmetic units. Sciences are explained in terms of plant-animal relations and the effect of air and weather. To give a broadened knowledge of the fine arts, art, music, dramatics, and dancing outlines are included. (DD)

### ABSTRACT 23259

EC 02 3259 ED 001 290
29p.
McArthur, Bernard and Others
**Enrichment Activities for the Gifted Child in the Regular Classroom, Grades Four Through Eight.**
Western Carolina College, Cullowhee, North Carolina
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; intermediate grades; elementary grades; sciences; mathematics; social studies; language arts; reading; curriculum enrichment; enrichment activities; instructional materials; creative thinking; reading

Enrichment suggestions for teachers of grades 4 through 8 in the areas of science, mathematics, social studies, language, and reading are presented. Each subject includes a description of the lesson, with materials, and how to explain the purposes. (DD)

### ABSTRACT 23260

EC 02 3260 ED 001 240
46p.
Carter, C. Douglas, Ed.
**The Challenge--A Program for Gifted Children.**
Western Carolina College, Cullowhee, North Carolina;
Winston-Salem City Schools, North Carolina, Special Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; primary grades; ungraded primary programs; social studies; sciences; language arts; curriculum guides

The non-graded primary school allows each child to progress at his own rate. Levels of achievement are set up for language arts, social studies, and science. The basic language skills are divided into eight levels to progress the child at his own rate until he has developed most of his necessary reading skills by the time he has completed the eighth level. A ninth level is included for exceptionally talented students. There are basal readers for the different levels. No definite line divides levels in the areas of science and social studies. Since there are no texts and several different levels in each class, science and social studies are taught through student experiences and supplementary reading. Social studies areas include the school, the home and the community. Science areas might be weather, plants, homes, food, light and sensory observations. (DD)

### ABSTRACT 23261

EC 02 3261 ED 001 295
241p.
York, Gordon L., and Others
**The Rapid Learner--K-6.**
Grand Forks Public Schools, North Dakota
DRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; elementary grades; kindergarten; identification; enrichment activities; curriculum enrichment; sciences; social studies; language arts; mathematics; learning activities

The motivating concept in the development of the syllabus was that the increasing complexity of the educational task demands that we make special provisions for those who learn more rapidly and who can progress through the curricular program at a greater speed. These students should be challenged through the use of a variety of materials and techniques. Techniques for identifying the rapid learner include teacher observation of pupil characteristics, grades, achievement tests, and IQ tests. The suggestions for teaching are divided into the subject areas of science, social studies, language arts, and mathematics. Within each subject area the material is presented at appropriate grade levels from kindergarten through the sixth grade. A bibliography is offered at each grade level along with a general bibliography for each subject area. The bulk of the material presented is in the form of short suggestions for specific student activities within each subject area and at each grade level. (DD)

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### ABSTRACT 23454

EC 02 345[illegible] ED N. A.
Publ. Date 70 339p.
Rice, Joseph P.
**The Gifted: Developing Total Talent.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($17.50).

Descriptors: exceptional child education; gifted; program development; talent development; intelligence; educational objectives; educational needs; talented students; teaching methods; identification; teacher education; curriculum

Basic ingredients of educational program development for the gifted are developed. Consideration of program goals, a composite classification of talents, and identification of the gifted precedes a discussion on rearing and educating gifted children including expectations, parents' obligations, and educational planning. Studies of interests and opinions of the gifted are related to curriculum planning. Methods and objectives are also considered in the building of model curriculums. Attention is given to appropriate placement in an education program, the integration of a guidance and instructional program, staffing needs and teacher qualifications, and strategies for program development and administration. Statistical tables are included. (KW)

### ABSTRACT 23536

EC 02 3536 ED 042 271
Publ. Date 68 116p.
Rafferty, Max
**Special Class Programs for Intellectually Gifted Pupils.**
California State Department of Education, Sacramento, Project Talent
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc

Descriptors: exceptional child education; gifted; program evaluation; grouping (instructional purposes); administration; ability grouping; program administration; screening tests; evaluation methods; program guides; inservice teacher education; admission criteria; special classes; curriculum development; student attitudes; student evaluation

A project to develop instructional and evaluative procedures for special classes of intellectually gifted students in grades four, five, and six was developed as part of California Project Talent. Two demonstration programs were observed over a 3-year period; the two classes were all-day, full-week programs for children with an IQ of 130 or over. The following aspects of the classes are described: administrative procedures and organization, selection of students, curriculum development oriented to the learners, provisions for professional education of teaching personnel, and evaluation by informal and formal measures. Recommendations are made for each of the areas discussed. A reference list cites 126 items. (SP)

### ABSTRACT 30062

EC 03 0062 ED N.A.
Publ. Date 68 115p.
Martinson, Ruth A.
**Curriculum Enrichment for the Gifted in the Primary Grades.**
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95)

Descriptors: exceptional child education; gifted; teaching methods; elementary school students; curriculum development; identification; teacher qualifications; program evaluation; enrichment

Written for teachers of young elementary gifted students, the book provides a basis for curriculum planning. Specific areas discussed include identification of the gifted, teaching techniques, teacher qualities of personal behavior and classroom management, meeting interests and needs of individual children, meeting needs of the gifted in groups, and program evaluation. Special considerations in curriculum planning are noted for social studies, mathematics and science, language arts, music, and art. Illustrative practices are described throughout. (MS)

### ABSTRACT 30679

EC 03 0679 ED N.A.
Publ. Date 65 134p.
**Improving Programs for the Gifted.**
Philadelphia Suburban School Study Council, Group A, Pennsylvania
Pennsylvania University, Philadelphia, Educational Research and Service Bureau
EDRS not available
Interstate Printers and Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832 ($3.00).

Descriptors: exceptional child education; gifted; creativity; curriculum; teaching methods; creative development; program guides; program planning; program improvement

Designed for teachers, administrators and laymen, the handbook considers educational programs for the gifted. Philosophy and goals are noted. Problems discussed are identification policies and practices; underachievement; administrative arrangements; seminars, independent study, and summer school; providing for relationships among subject areas; marking and grading; personnel matters; and program appraisal. Creativity is explored and examples of creative assignments are reported by grade level and subject. Also included are a discussion and illustrations by a creative elementary teacher. Suggested readings are listed throughout. (MS)

### ABSTRACT 30681

EC 03 0681 ED N.A.
Publ. Date (59) 92p.
Baughman, M. Dale, Ed.
**Challenging Talented Junior High School Youth.**
Junior High School Association of Illinois, Urbana
EDRS not available
Interstate Printers and Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832 ($1.50).

Descriptors: exceptional child research; gifted; junior high school students; high achievers; literature reviews; curriculum; language arts; social studies; sciences; mathematics; class activities

This three-part research report deals with the education of junior high school gifted children. In the first part, recent literature is reviewed and a 147-item bibliography is cited. Part 2 presents findings from an 18-item questionnaire answered by 400 potentially high achievers. Students were in grade 10, and they provided information on their junior high school experience. Lessons, units, and projects successfully used by selected teachers to challenge talented students in mathematics, science, social studies, and language arts are described in part 3. (MS)

### ABSTRACT 31835

EC 03 1835 ED N.A.
Publ. Date Mar 71 4p.
Mcdermott, Elisabeth F.
**Auditory Training--Learning the Joy of Listening.**
EDRS not available
Volta Review; V73 N3 P182-5 Mar 1971
Fourth in A Series of Articles Based on Parent Teacher Conferences Held Between 1966 and 1969 In the Lower Department of Junior High School Number 47, New York City's Public School for the Deaf.

Descriptors: exceptional child education; aurally handicapped; parent education; auditory perception; deaf; conference reports; auditory training

Addressed to parents, the article discusses the importance of reinforcement and stimulation in helping the deaf child use the smallest amount of residual hearing he might possess. The formal and informal methods of auditory training in schools are illustrated and the role of the parent in informal training is brought out. Activities which the parent can use to help stimulate the child are suggested. (CD)

### ABSTRACT 31962

EC 03 1962 ED 048 696
Publ. Date 70 49p.
Deming, Bonnie J.; Klein, Jack L.
**Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades One through Three.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum guides; primary grades; literature; teaching methods; language arts; California

One of a series, the guide is concerned with the teaching of literature to gifted students in grades 1 through 3. An introduction discusses cognitive and effective domains, educational objectives, general statements about the gifted, and selected teaching approaches. Literary and inter-

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pretive skills are considered in terms of an introductory lesson and ten sequential lessons on plot, characters, discovery, tone, language, perceptions, the concept of person, and an analysis of mysteries. The presentation and application of a culminating project are explored as is the development of a critical sense. EC 03 1963 is a companion volume for grades 9 through 12. (RJ)

### ABSTRACT 31963

EC 03 1963 ED 048 697
Publ. Date 70 46p.
Osen, Deborah K.
**Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades Nine through Twelve.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum guides; secondary school students; literature; teaching methods; language arts; California

One of a series, the guide explores a special approach to the study of literature for gifted highschool students. Curriculum objectives are stated based on the course framework: the types of literary criticism most prevalent in the twentieth century. Three sequences are discussed: looking at literature through the eyes of the new critics, the probe of the psychological critic, and a mythic approach to literary criticism. Suggestions for evaluation are included. A companion volume for teaching children in grades 1 through 3 is available as EC 03 1962. (RJ)

### ABSTRACT 32578

EC 03 2578 ED 051 607
Publ. Date 70 44p.
Bruch, Catherine B.
**Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades Four Through Six.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; intermediate grades; curriculum guides; creative development; California

The curriculum guide is intended as an introduction to the study of man and his individuality, creativity, and uniqueness. Portions of such a study are suggested for use with gifted children in grades 4-6. Major objectives relate to the development by gifted students of their own creativity, productivity, and realization of personal potential. Behavioral objectives in the areas of learning skills, cognitive processes, and affective processes are enumerated, and guiding questions and activities for the study of creative man are suggested. Biographical sketches of creative men and women are presented to serve as bases for lessons. Tapescripts of some classroom discussions following use of lessons in the Men and Women of Ideas series are given. The thought processes involved, as reflected by the students' comments, are analyzed. Films about creative persons are listed, as are films which may be useful to teachers for inservice training. (KW)

### ABSTRACT 41515

EC 04 1515 ED 060 587
Publ. Date 70 37p.
Morrison, Charlotte
**Science: Curriculum Guide for Teaching Gifted Children Science in Grades One Through Three.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; ecology; primary grades; curriculum guides; sciences; earth science; California

The curriculum guide for teaching science to gifted primary grade children in California focuses on natural science, with an emphasis on ecology. Provided are a general overview of the unit, a set of behavioral objectives, a list of generalizations and concepts, a sample teaching-learning plan for the complete unit, and eight sample lesson plans. Each lesson takes up a different ecological topic: substratum, animal movement, seed dispersal, temperature's influence on environment, light, food, water, and erosion. Each lesson plan includes behavioral objectives, teaching strategies, suggested questions and activities, and suggested resource materials. (KW)

### ABSTRACT 41516

EC 04 1516 ED 060 588
Publ. Date 70 63p.
Muir, Raquel
**Science: A Unit on Microbiology; Curriculum Guide for Teaching Gifted Children Science in Grades Four Through Six.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum guides; intermediate grades; microbiology; sciences; biology; California

The curriculum guide for teaching science to gifted intermediate grade students presents material to be used for a unit on microbiology, as well as suggestions for a second unit on the subject. Examined in the unit are the structures, functions, growth, development, uses, and environments of different kinds of microorganisms, with an emphasis on bacteria. The first section of the guide, intended for teachers, presents suggested instructional approaches for teaching microbiological concepts and covers both the range of subject mattar content and behavioral objectives. The second section, Suggested Learning Activities, is addressed to the student and contains four sample lessons. The third section, meant to be used by both teacher and student, defines scientific and technical terms, presents certain aspects of the classification of microorganisms, and provides directions for 10 technical procedures used in the projects suggested in the guide. Also listed are some resources and references, and recommendations concerning further study in microbiology. (KW)

### ABSTRACT 41518

EC 04 1518 ED 060 590
Publ. Date 70 37p.
Hauck, Barbara
**Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades One Through Three.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; curriculum guides; primary grades; environmental influences; California

Major social science themes for the primary grades in California center on the child's immediate environment and social sciences to gifted primary grade students is the subtopic of the interactions between man and his environment, or how the natural environment affects people and is controlled by man. Social science content, skills, and behavioral objectives are enumerated. Teaching techniques are suggested, and both a sample unit plan and a sample lesson plan on the third grade level are presented. (KW)

### ABSTRACT 41519

EC 04 1519 ED 060 591
Publ. Date 71 43p.
Popham, Donald F.
**Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Ten Through Twelve.**
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; history; senior high school students; curriculum guides; California

The curriculum guide for gifted senior high school students presents an exemplary course of study in United States history at the 10th grade level. Each chapter deals with a different aspect of the course of study: changes in social structures, development of a sense of nationality, enslavement and mistreatment of Negroes, concentration of power in America, and foreign relations.

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Specified for each topic are behavioral objectives, content and concepts to be covered, selected references, and activities. (KW)

**ABSTRACT 41569**

EC 04 1569 ED N.A.
Publ. Date 69 109p.
Elliott, Virginia A., Ed.; Josephs, Lois S., Ed.
**English for the Academically Talented Student in the Secondary School.**
EDRS not available
National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($1.50).

Descriptors: exceptional child education; gifted; secondary school students; English; curriculum; teaching methods

Nine short papers are presented on curriculum and teaching methods of English for the academically talented student in the secondary school. Virginia A. Elliott and Lois S. Josephs advocate the need for a new method of teaching English in school. Then Michael F. Shugrue discusses ideas of special importance to those interested in the education of the academically gifted student such as the need for more flexible curriculum content and more creative examinations. Problems of identifying the academically talented student in English are mentioned by John Simmons. Arno Jewett's short paper on motivating bright underachievers considers identification of gifted underachievers, effects of underachievement, causes of underachievement, and remedial education. In her discussion of the gifted disadvantaged student in English, Lois S. Josephs advocates the use of curricula involving content familiar to the students. Fred H. Stocking then discusses various approaches to the study of selected literary works such as use of critical comparison in the analysis of two poems. The use of group discussion in the classroom is said to afford opportunity for mutual exchange and growth, according to John A. Hart and Ann L. Hayes. Virginia A. Elliott reviews the role and preparation of the English teacher, and Lois M. Grose reviews advanced placement programs for the gifted.

**ABSTRACT 50160**

EC 05 0160 ED 069 077
Publ. Date 71 54p.
Lazar, Alfred L., Ed.; Duncan, Donald K., Ed.
**The Challenge of Accountability in Programs for the Gifted.**
California Association for the Gifted
EDRS mf,hc
Conference Proceedings of Ninth Annual Conference California Association for the Gifted, February 26-27, 1971, Monterey

Descriptors: exceptional child education; gifted; conference reports; educational accountability; educational programs; curriculum; creative development

The conference proceedings include 22 papers or workshop session summaries from the conference on the gifted. Some of the topics discussed are educational evaluation of the social worth of programs, economic accountability, the role of parent organizations, communicating with the state legislature, encouraging creativity in learning, describing highly gifted students, providing qualitatively different learning experiences, identification of creative potential, and developmental stages (after Erikson and Piaget). Other subjects covered include gifted minority students, individualized instruction and learning centers, educating teachers of the gifted, creative writing ideas, and various other curriculum suggestions. (KW)

**ABSTRACT 50466**

ED 05 0466 ED 071 229
Publ. Date 72 97p.
Hall, William F.; Sieswerda, David
**Workshop in the Education of the Exceptional Child.**
Arizona State Univ., Tempe
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; workshops; teaching methods; identification; emotionally disturbed; mentally handicapped; learning disabilities; gifted; disadvantaged youth; curriculum

The volume, based on workshop proceedings, discusses identifying characteristics of various handicapping conditions and describes relevant teaching methods and curricula. Characteristic behaviors of aggressive and withdrawn emotionally disturbed children are specified. Discussions of mentally handicapped children center on problems of identification, teacher characteristics, curriculum, behavior modification, elimination of maladaptive behavior, referrals, screening perception, personal and social competencies, vocational education and cooperative agencies. Examined are learning disabilites related to auditory and visual reception, auditory and visual association, manual expression, auditory and visual closure, and auditory and visual sequential memory. Also treated are the educational history, sociological influences, identification, testing, teacher characteristics, and enrichment of gifted individuals. The education of bilingual children is considered in relation to historical background, development of language skills, the Title VII Program, the Head Start Program, Indian children, migrant children, and the record transfer system. Speakers, films, and class trips ot the workshop program are listed. (GW)

**ABSTRACT 51123**

EC 05 1123 ED 073 575
Publ. Date 72 92p.
Stovall, Betty J. and Others
**HANDS-ON, Career Exploration for Bright Students.**
North Carolina State Dept. of Public Instruction, Raleigh. Division for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; gifted; prevocational education; workshops; curriculum guides; junior high school students

Produced as part of a 5 week workshop on career explorations for 51 bright, middle grade students and 20 teachers, the curriculum guide discusses career education, outlines the workshop experiences, considers the inquiry process, and outlines 60 units on nonbaccalaureate careers in 15 career clusters. A lack of career education programs with other than a college preparatory emphasis for bright students is said to have led to the workshop which provided teacher inservice training and 3 weeks of pupil experiences in six career clusters. Workshop experiences are reported to have included field trips, simulations, and actual experience with activities, such as telegraphy, drafting, and bricklaying. The inquiry process of instruction which utilizes a variety of learning and teaching styles is outlined. The majority of the guide contains the career exploration units of which the tobacco farmer, floral designer, commercial bank teller, and game warden are examples. Units are outlined in terms of career cluster, career, suggested problem, introductory activites, hypothesis, investigation, conclusion, presentation, evaluation, and related disciplines. Appendixes include work preferences scales used to evaluate the workshop. (DB)

**ABSTRACT 51699**

EC 05 1699 ED 074 679
Publ. Date 73 61p.
Levine, Martin
**Social Sciences: Curriculum Guide for Teaching Gifted Studeats Social Sciences in Grades Seven Through Nine.**
California State Department of Education, Sacramento
EDRS mf,hc

Descriptor: exceptional child education; gifted; junior high school students; social sciences; curriculum guides; legal responsibility; civil liberties; courts; lesson plans

Presented in a curriculum guide for teaching gifted junior high students social studies. The main purpose of the curriculum is to heighten student awareness of justice and due process of law by means of preparing for and conducting a mock trial of an historical figure. Thirteen cognitive behavioral objectives and five affective objectives are listed. Five to seven class periods are recommended for phase one of the curriculum which consists of motivation and background, introduction to themes and a study of the life and times of the defendant. Sample lesson plans are given for study topics such as the rights of the accused, the Bill of Rights, unreasonable search and seizure, the right to remain silent, and an introduction to due process. Phase two of the curriculum consists of preparation of roles for the trial in small groups and involves research skills and teacher-group interaction for five to eight class periods. Sample lesson plans consider initation of phase two, organizing the groups, small group work, the

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culminating activity program, and suggested follow up activities. A final chapter gives samples test items. An annotated bibliography of approximately 30 books or articles, six motion pictures and one filmstrip are also included. (DB)

**ABSTRACT 52319**

EC 05 2319 ED 079 905
Publ. Date 73 273p.
Hoyt, Kenneth B. Hebeler, Jean R.
**Career Education for Gifted and Talented**
Maryland University, College Park
Office of Education (DHEW), Washington, D.C.
EDRS mf,hc

OEG-0-72-4843
Descriptors: exceptional child education; gifted; talented; career education; curriculum development; educational needs; work attitudes; indentification; values; program descriptions

Presented are 11 invited papers on career education for gifted and talented students. An introduction to career education and to the gifted and talented is provided in two papers, of which one paper is on current status and approaches in career education, and the other is on current status and approaches to the gifted and talented. Considered in three basic background papers are the future of work, identification and characteristics of gifted and talented students, and career development problems of gifted and talented students. Discussed in the next two papers are value considerations in career education for gifted and talented students. Exemplary programs in career education for the gifted and talented are described in the next chapter. The final section examines implications for curriculum guidelines in career education for gifted and talented students in three papers on the following topics: policy considerations, additional viewpoints on policy considerations, and curricular considerations. (DB)

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